

Health and Physical Education Field Experience Handbook for Collaborating Teachers (Fall 2015)

Overview of the HPE Field Experiences

The Health and Physical Education Teacher Preparation Program at Kennesaw State University is responsible for preparing highly qualified future HPE professionals for the state of Georgia. Our program is fully accredited by the Georgia Professional Standards Commission, the National Association of Sport & Physical Education, and the National Council for Accreditation of Teacher Education.

In accordance with the standards set forth by these accrediting agencies, all HPE teacher education candidates must successfully complete coursework focused on curriculum and instruction for both elementary and secondary health and physical education. Upon completion of this coursework, candidates must then successfully complete field-based learning experiences (known as TOSS) under the supervision of a CT and KSU supervisor in Elementary PE as well as Secondary Health & PE prior to their final field experience for teacher certification-Student Teaching.

Student teaching is the capstone experience of our candidates' pre-professional preparation. We expect our candidates to demonstrate their readiness to assume the duties and responsibilities of the professional teacher. Candidates are assigned to work under the direct supervision of an HPE CT and a KSU Supervisor for a period of 15 weeks, 40 hours per week. During this time, candidates accept the full responsibilities of the collaborating teacher. In all field experiences, it is imperative that our candidates demonstrate a disposition toward collaborative professionalism among the candidate, the CT and KSU supervisor. Furthermore, it should be evident that our candidates demonstrate the ability to relate to the students they are teaching and to make a positive impact upon student learning.

All field placements are arranged between the HPE department and the KSU Center for Educational Placement and Partnerships and are approved by school system administrators. The Center for Educational Placement and Partnerships coordinates field placements for all KSU Teacher Education Programs with local school systems. If you are interested in hosting a KSU HPE candidate at your school, please inform your Principal and contact Andrew Smith, Field Experience Coordinator for HPE.

KSU HPE Collaborating Teacher Expectations

The health and physical education faculty believe that the CT is vital to the development of our majors. We have high expectations for our students and encourage CT to maintain high expectations also. The CT's thoughtful feedback for the student throughout the semester will facilitate the development of teaching skills. There are essentially 2 levels of feedback that students are provided. First, the CT should provide informal feedback throughout the student's

daily experiences. This feedback can simply be answering questions the student has, giving insight into the decisions you make as a teacher, and generally sharing your knowledge as an experienced teacher.

Additionally, the CT is required to complete a formalized assessment that documents the student's performance in your classes. The formalized system for assessment does involve some paperwork, but we feel confident that it is not overly burdensome, and can be completed in a short amount of time.

The formalized evaluation instruments are framed by the standards set forth by KSU and accrediting agencies, and are organized into the following 3 major outcomes:

- Subject Matter Expert: Does the candidate possess content knowledge required for effective Health and PE instruction?
- Facilitator of Learning: Can candidate design and implement HPE instruction that leads to student learning?
- Collaborative Professionalism: Does candidate demonstrate a general disposition suited for teaching, and an ability to communicate with and relate to students and school professionals?

The CT is expected to identify student performance levels following a descriptive rubric provided with the instrument. The levels are identified as *unsatisfactory*, *basic/limited*, *approaching*, *target* and *exceeding*. In addition to indicating performance levels, the CT can also offer general feedback in narrative form to better communicate candidate strengths & areas for improvement.

Any issues that a CT has with a candidate's performance or behaviors (i.e. attendance/tardiness, professionalism, etc.) should be brought to the attention of the KSU supervisor immediately so that the situation can be handled promptly. The KSU supervisor will assure effective communication between the candidate, CT and supervisor, and is responsible for addressing concerns raised by any of the parties involved with the field experience. Please do not hesitate contacting the supervisor assigned to your school, or Andrew Smith, if you have any questions or concerns.

Collaborating Teacher TOSS Expectations

A KSU supervisor from the Department of Health Promotion and Physical Education will be assigned to each candidate. The supervisor has the responsibilities of making sure candidates are aware of responsibilities and expectations, as well as assuring that the CT understands their role in the TOSS experience. The KSU supervisor will complete the same formalized evaluation instruments as the CT, and therefore will observe each lesson taught, either in person or view a recording of lesson if s/he cannot attend on the set date.

The formalized evaluation instruments that the collaborating teacher will be expected to complete include:

- **HPE Lesson Observation Form** - This form is to be completed by the CT during/after observing each formal lesson taught by candidate. This form should be discussed with the candidate, who will then return to their KSU Supervisor.
- **Midterm Progress Report Form** - This form will be submitted at the midpoint of the 10 week TOSS experience and essentially is used to identify any concerns that a CT may have about the student's efforts or disposition.
- **Candidate Performance Instrument** - This form is to be completed by the primary CT upon the completion of the TOSS candidate's experience, and should provide an overall evaluation of the student's performance in your school. Please note that you will complete this form online using our assessment platform: Chalk and Wire. You will receive an email from the KSU Chalk & Wire system administrator that details steps to submit this form online.

Collaborating Teacher Student Teaching Expectations

The KSU Supervisor will meet with the CT and candidate for an initial orientation to review expectations, policies and procedures, and answer any questions the CT or candidate may have at that time. Additionally, will receive a CD that includes all the necessary forms for Student Teaching. The candidate is responsible for making sure the CT understands and follows through with the required feedback forms outlined below:

- **Weekly Collaborating Teacher Evaluation** - This form is designed to facilitate a weekly conference between the CT and the candidate, and shall document general progress in specified areas. Completing this form should be a collaborative effort between the CT and candidate, assuring the candidate is aware of strengths and areas for improvement. *This form should be submitted to the KSU Supervisor on a weekly basis (15 total).*
- **Lesson Observation Forms** - This form is to be completed by the CT during/after observing formal lessons taught by candidate, and should be discussed with the candidate. Note that while the candidate will be teaching daily lessons, the CT is expected to provide 4 formal observations of specific lessons, similar to announced observations of teacher lessons conducted by a principal. It is expected that 2 formal observations be submitted to KSU supervisor before midterm and 2 after midterm.
- **Candidate Performance Instrument (Midterm and Final)** - This form is to be completed by the CT at the midterm and the end of term, and should provide an overall evaluation of the student's performance in your school. Please note that you will complete this form online using our assessment platform: Chalk and Wire. You will receive an email from the KSU Chalk & Wire system administrator that details steps to submit this form online.

Please note that as a CT for a student teacher, you will also receive correspondence from KSU Center for Educational Placements and Partnerships (CEPP), which plays an important role in

managing student teaching for all teacher education programs at KSU. You will be asked to submit an online Teacher Demographic Form early in the semester, which is used to help report qualifications and experiences of CT working with KSU to teacher accrediting agencies. Additionally, the following links may be helpful for the Student Teaching Collaborating Teacher:

- [CEPP Collaborating Teacher Page](http://bagwell.kennesaw.edu/centers/cepp) - <http://bagwell.kennesaw.edu/centers/cepp>
- [Code of Conduct for P-12 Physical Education Teachers](http://www.shapeamerica.org/admin/loader.cfm?csModule=security/getfile&pageid=4572) - <http://www.shapeamerica.org/admin/loader.cfm?csModule=security/getfile&pageid=4572>

KSU HPE TOSS Candidate Expectations

The HPE TOSS experience is an opportunity for our KSU HPE candidates to practice their teaching skills and to learn more about schools, student abilities and behaviors, and the role of a practicing professional. Below is an overview of expectations we have for our HPE TOSS students.

Candidates must complete a minimum of 40 hours during the semester.

The days and times should be mutually agreeable between the CT and the practicum student.

- At the Elementary Level, students spend their full 10 weeks working at one school, beginning mid- January ending late mid to late May. They will report to the school twice a week, for approximately two hours each visit, hopefully working with at least 2 different class levels.
- At the Secondary Level, students split their 10 weeks between both Middle and High School Levels, reporting one day to the High School to work in a Health or Personal Fitness class, and one day a week to the Middle School to work in the PE setting. These placements begin in early September and end in early to mid-November
- A general 10 week schedule highlighting candidate's involvement at your school can be found in Appendix 2.

We expect our candidates to be actively involved in this experience.

Candidates are expected to actively assist teachers with student learning. Though their first visits to your school would be a time to mostly observe teacher/student interactions, we expect our candidates to progress from a passive observer to an active participant by the second week. In addition to planning and teaching their own lessons, our expectation is that the student must be a positive contributor to the learning environment. Examples may include:

- Provide individual instruction for students needing extra attention
- Provide small group instruction for units where it is easier to divide the class
- Assist with skill and/or written tests (as appropriate)
- Take roll if appropriate and lead the exercise routines if appropriate

Candidates must plan, teach and analyze their own lessons as part of the TOSS experience.

Candidates must meet the following requirements:

- Candidates must complete three (3) lessons at the elementary level
- Candidates must complete two (2) lessons in PE the middle school and two (2) lessons focused on health or personal fitness at the high school.
- Two or more of the lessons taught are to be part of a larger project candidates complete during their TOSS experience, their EdTPA assignment, in which students must plan and implement 2+ lessons which include an assessment of student learning.
- While it is expected that the candidate develop their own lesson plans rather than use one provided by the CT, we do expect our candidates to be “collaborative professionals” to the extent that they can share and solicit ideas between themselves, the CT & their KSU supervisor in developing an appropriate lesson. Lesson topics and dates must be agreeable to the CT, and a written plan should be presented to the CT and KSU Supervisor one week prior to instruction for approval.

KSU HPE Student Teaching Candidate Expectations

As described in the KSU Handbook for Field Experiences, student teaching is the capstone experience for candidates as they make the transition from teacher education student to practicing professional. For our HPE candidates, it is the culmination of a rigorous preparation program intended to promote candidates’ knowledge, skills and professional disposition, all of which contribute to their success as a future educator. Student teaching is an opportunity to practice the knowledge and skills acquired in teacher training while gaining increased understanding of learner characteristics and the day-to-day facilitation of a physical education program.

We expect our candidates to demonstrate their readiness to assume the duties and responsibilities of the professional teacher. Candidates are assigned to work under the direct supervision of an HPE Collaborating Teacher and a KSU Supervisor for a period of 15 weeks, 40 hours per week. During this time, candidates accept the full responsibilities of the collaborating teacher. It is imperative that our candidates demonstrate a disposition toward collaborative professionalism among the candidate, the Collaborating Teacher and KSU supervisor. Furthermore, it should be evident that our candidates demonstrate the ability to relate to the students they are teaching and to make a positive impact upon student learning.

Appendix 1: Frequently Asked Questions

What is TOSS vs. Student Teaching?

TOSS (aka “a practicum”) is a 10 week experience in which a candidate reports to school 4 hours per week to observe and assist the collaborating teacher as well as plan and teach a few lessons independently. A candidate must successfully complete a TOSS at the elementary and secondary level before qualifying to Student Teach. Student teaching is a 15 week appointment, 40 hours per week, during which the candidate assumes all responsibilities of the Collaborating Teacher.

What should I do if I want to become a collaborating teacher?

Make sure you inform your principal and, depending on your school system, your personnel department. Additionally, contact the KSU field experience coordinator so that we know of your interest and can attempt to place a student at your school.

How are placements of candidates coordinated?

Placements are coordinated between HPE Department and KSU CEPP administrative offices. Candidates list schools they would like to work in, the HPE Department reviews those request, and then the CEPP seeks approval from the principal or human resource departments. We can never guarantee a candidate will get a school they requested, but we do attempt to honor their requests when feasible.

Who approves the placement of a candidate in the school?

All placements must be formally approved by a school-based administrator. Additionally, some systems coordinate placements through personnel/HR but still must receive principal’s approval.

I am a department chair who has been listed as the CT. Can I assign the candidate to work with another HPE teacher on my staff?

Yes, you can. Typically requests for placements at the High School go first to the HPE Department Chair who can then determine the best fit for the candidate given scheduling logistics. Additionally, the department chair may not teach Health or BPE in which case s/he would want to place the candidate with a teacher of those subjects. The department chair may also find that they are the best fit for the candidate, in which case they serve as the CT.

I never requested a candidate and/or nobody informed me that a candidate was to be placed in my school, so how was I assigned a candidate?

Every placement has been approved by a principal. Unfortunately, there have been instances when a CT was not informed by their principal that a candidate has been assigned to work with them. We try to minimize this on our end by sending all CTs an email once we have received confirmation of the placement.

Can I deny a candidate once the placement has been approved?

This is an issue that must first be taken up with your principal, and we request an immediate notice to the HPE field experience coordinator. We strongly discourage any attempt to deny a candidate a placement once that placement has been approved as it potentially can prevent the candidate from fulfilling a graduation requirement on time. We would prefer that we work with you in making the placement work and that it can be a beneficial experience for the candidate.

What are the qualification to become a CT?

A CT must have 3 years of teaching experience and a willingness to share their experience and take part in the professional development of a future educator.

What should I expect of the candidate?

Nothing less than what you would expect of yourself of any teacher in your building while still recognizing that these are apprentice teachers. They should be on time, be always respectful, maintain a positive disposition, communicate clearly, and exhibit a desire and enthusiasm to learn and grow as a future teacher. If a candidate does not meet these expectations, express your concerns with their KSU supervisor who will intervene swiftly.

What if the candidate's schedule does not fit well with my teaching schedule?

Candidates typically are taking a full load of classes at KSU and often have jobs. However, school must be their first priority while they are students, and that means they may have to adjust their work/personal schedules to fit your teaching schedule. There are instances, particularly at the HS, where a candidate may need to be placed with a different teacher to better accommodate schedules, but that must be approved by the school administrator and the KSU supervisor.

What are my responsibilities?

In a nut shell, you serve as a mentor who helps facilitate a positive experience for the candidate by encouraging and supporting their efforts, offering helpful advice and providing thoughtful feedback on their efforts. As a teacher, we hope this comes naturally. Beyond this, you also provide formal feedback on the candidate's performance based on your observations of the lesson(s) they plan and teach and their overall performance at the end of the term.

Do I have to grade the candidate's performance?

Ultimately, the KSU Supervisor assigns the final grade based on their performance at your school AND the quality of the major projects that are completed during the field experience. Your feedback is primarily to support the candidate's development as a teacher, but it is taken into account in determining their final grade for the experience. You would never have to shoulder the burden of feeling like you "failed" a candidate. Consistently low performance measures by a CT may likely lead to a failing grade, but that is a reflection of the candidate's efforts, not a lack of effort/support from a CT.

Can candidates fail a field experience?

Yes. Consistently poor performance in the school setting and/or on projects assigned, lack of effort or improvement, failure to meet deadlines, an overall negative disposition or bad attitude toward the teaching/learning experience all can result in a failing grade. If a student fails a TOSS experience, they have one more opportunity to repeat and pass. If they fail a second TOSS they are removed from the teacher education program. In the rare event that a candidate was in jeopardy of failing student teaching, a decision is made at midterm to remediate or remove candidate from the school.

What if I have concerns about a candidate's ability to teach?

Notify your KSU supervisor immediately. In the event that a candidate acts inappropriately toward students, notify your principal as well.

Have candidates undergone background checks prior to arriving at school?

Yes. All candidates have completed background checks and maintain liability insurance as a requirement for any field placement.

Can my TOSS student return to my school to student teach?

Yes they can. Candidates ultimately must decide if they want to student teach at the elementary, middle, or high school level. It's not uncommon for a candidate to request to return to a school that they previously completed their TOSS in, but various circumstances may not allow for the student teaching placement to be confirmed at a previous TOSS site. If you and the candidate want to increase the chances of working together again during student teaching, make sure you let your principal know.

What is the Impact on Student Learning Assignment (ISLA) or the Education Teacher Performance Assessment (Ed TPA)?

With increasing demands upon accountability for teacher quality, all teacher education candidates must complete a comprehensive project that details the entire teaching and learning process, including:

1. Pre-planning investigation into the contextual factors affecting teaching/learning in a particular setting (i.e. demographics of the community/school/learners, unique needs of diverse learners (i.e. learner abilities/disabilities, cultural/language influences), instructional resources, etc.)
2. Planning effective units/lessons of instruction based on national and state standards
3. Implementing lessons
4. Assessing and Analyzing Student Learning
5. Reflecting upon student learning and teacher performance.
6. Establishing professional development goals

This is a major undertaking during all field experiences; therefore it is vital that the candidates coordinate the implementation of the lessons and assessments with the CT well in advance thus allowing them time to complete the written assignment by deadline. While KSU candidates have completed the ISLA up to this point, we are now piloting a new, yet very similar assessment known as the Ed TPA that is being mandated by the state for teacher certification.

We appreciate your support in allowing our students to complete these projects while working with your students. While we have fielded complaints from some practicing teachers about the demands of these projects and how they are not “relevant” to practicing professionals, please know that these projects are mandatory for the accreditation of our teacher education program and certification of our graduates.

Appendix 2: 10 Week TOSS Suggested Schedule

Week	Candidate's Involvement	CT's Role
0	Prior to first week, candidate should contact CT to set up first visit to school and request general class schedule(s).	Anticipate email from candidate and please reply promptly to assure candidate can coordinate schedule prior to first week in school, provide schedule and confirm first planned visit to school
1	Make a good first impression, discuss preferred days/times that you will report each week, observe classes to gain perspective on the school, students and general procedures of the class.	Introduce candidate to your classes and explain that they will be working with the class for 10 weeks as part of their training to become a teacher. Please make the candidate feel welcome.
2	Begin transition from passive observer to active participant in class. As teacher conducts class, stand close to the group and look for ways to engage students during activities. Start to establish yourself as a "teacher's assistant" during activities. Discuss future teaching dates and topics in anticipation of your planned lessons	Encourage the candidate to become involved during your classes however you see fit. Support their engagement with students, and answer questions they may have.
3	Continue to be involved with classes, seek students needing additional support to engage them in learning, discuss with CT how you can further assist and take advantage of the opportunity to lead activities. Establish planned dates and topics that you will be teaching in future weeks.	Continue to support candidate's efforts to engage students. Help candidate identify specific dates and topics that s/he can teach. Please note that these lesson will be assessed by supervisor, and may also be part of a larger assessment project that candidate must complete. It is imperative that they set these dates so that they can adequately prepare their project
4	Continue to engage students, lead activities, provide instruction- all allowing you to establish a rapport with students so that when you do teach your lessons they will be accustomed to your role as the "teacher." Begin researching/writing the introduction to your ISLA.	Continue to support student and communicate about scheduling future lessons. Candidates should be conducting research about your school, its students and the community. Support that effort as needed.

5	Continue your involvement with classes and communicate with CT about your planned lessons. Work on your unit and lesson plans, providing information to CT for feedback. You must provide copies of lesson at least one week prior to teaching for review.	Once lesson topics are set, you should expect some question, ideas, etc. about students' plans to teach. Please provide feedback to help shape their lessons to your classes. Expect a copy of a lesson plan one week in advance of the lesson to be taught.
6-10	You should be finalizing your lessons plans, including assessment protocol and teaching your lessons at a time established with the CT. Make sure you plan for any pre-testing and post-testing you need to conduct as part of your unit. Discuss the ISLA with the CT to make sure everything is in order.	Note that in addition to teaching 2 lessons, candidate must include a pre and post-test assessment for their ISLA project. Candidate may elect to conduct assessment outside of the lessons they teach, so please support their efforts to accomplish this. Once the student has completed their lessons, they will still participate in your classes until the conclusion of the 10 week placement.

- While we encourage candidates to establish specific days/times that they will report to school each week, we do allow for students to make adjustments
- Candidates must establish specific dates/times that they are to teach their required lessons. In the event that these set dates/times are impacted by weather, school function, fire drills, etc. Please assist the student in establishing an acceptable make-up date for those lesson ASAP.
- During the TOSS experience, candidates will be completing a comprehensive project (Impact on Student Learning/Ed TPA) which is designed to assess their ability to plan, teach, assess and reflect upon a unit of instruction. This project requires candidates to:
 - Plan and teach 2 consecutive lessons with the same focus
 - Conduct pre- and post-test assessments of student learning. This can be done as part of the lessons or conducted before/after their unit of instruction. Students may plan to utilize video cameras to conduct skill assessments.
 - Analyze and reflect upon student learning
 - Compile comprehensive report for assessment by KSU Supervisor
- Regardless of hours accumulated or when lessons are taught, your candidate will remain at your school for the entire 10 week TOSS experience, and must accumulate 40 hours, documented on their time sheet, which will be initialed by CT.